



Early Childhood Development

Office of the Deputy Assistant Secretary for Early Childhood Development
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Latest From The Family Room Blog



Keeping Warm During Cold Weather

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Prioritizing Our Relationship With Indian Tribes

Establishing principles and a new position to heighten Tribal concerns. [Continue reading.](#)



Celebrating National Adoption Day

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The Administration for Children and Families is partnering with the

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Supporting Young Children and Families Experiencing Homelessness

Understanding the important role that various systems can play

to prevent and help end homelessness among these young children and their families. [Continue reading.](#)

A Message From Linda K. Smith



I have struggled to think of how to begin an article that really points to the end for me. So, I guess in typical fashion, I will just jump in. Over the last 5 years, many of you have come to visit me here at the Administration for Children and Families (ACF), and many more have been kind and thoughtful hosts for my many site visits. When I took the position here at ACF, I vowed two things—first, never turn

down a meeting request if it could be avoided, and second, get out and learn from those doing the real work.

So, as I look back over the last 5 years, keeping those vows was worth it. I have learned so much from all of you and have seen the best of what America has to offer. Whether you are in public service, the business community, or the nonprofit sector; are a parent; or work in the advocacy or philanthropic community, every meeting, phone conversation, and site visit helped shape our agenda and policies. For that, I thank all of you for sharing so generously your experiences, ideas, and insight.

When your experience and knowledge was added to the dedication and hard work of the amazing Federal staff here in Washington, D.C., and in the Regional Offices, the outcome had to be good—and it is. We now have two major programs—Head Start and Child Care—seriously working together to maximize resources, share knowledge, and cut through the red tape to improve things for children and their families. We have shared health and safety model standards and a professional development pathway that can guide us from the new minimum training requirements in the Child Care and Development Block Grant (CCDBG) to the ultimate goal set for Head Start programs to have a bachelor's-degreed teacher in every classroom.

It is fair to say that Head Start has been through a very challenging 5 years, which included the shift to a designation renewal system competition and a 5-year grant cycle, a new monitoring approach, new Head Start Program Performance Standards, a continuous birth-to-5 approach, and the challenge of the Early Head Start – Child Care Partnerships (EHS-CCP). Although there were rough times, the Head Start community has emerged as revitalized, vibrant, and forward-thinking, with new energy and a recommitment to serving as the Nation's early learning laboratory

Child Care has faced its own challenges. The implementation of the 2014 CCDBG reauthorization established a new and much-needed floor for child care, but it comes with a cost that has yet

President Obama's Early Learning Plan

[See page 17.](#)

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Have you been to our Web site recently?

Learn more about the Office of Early Childhood Development:
<http://www.acf.hhs.gov/programs/ecd>.



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to be realized in increased funding. The EHS-CCPs have helped us finally understand the true cost of quality and demonstrate that when paid adequately, child care providers can and will meet higher standards. Each of the 275 EHS-CCP grants are very different, proving that flexibility *with* accountability for standards can work. We have barely scratched the surface of what we can learn from these grants.

We have come a long way, but the journey is not over. The single biggest issue facing all of us is how to pay for what we know we need to do.

As many of you know, the Native American early childhood agenda has been a special interest of mine. Our efforts around Tribal home visiting have been enormously successful. The Tribal Early Learning Initiative has demonstrated that when given the opportunity, communities will design great solutions to local problems. There is much to be learned from these projects, not only for Indian Country but also for States. We have made progress in research and data with our American Indian/Alaska Native population, but again, more is needed. Serious thought must be given to congressional funding formulas for Native Americans; the necessary funds are simply not there to tackle the needs that confront our Nation's first citizens.

Having worked in government for a long time, it was clear when I returned to the Federal service that there was a real need to reduce conflicts in policies among the various Federal agencies. Our partnerships with the U.S. Departments of Defense, Agriculture, Housing and Urban Development, Labor, and especially, Education were critically important. Through the Race to the Top – Early Learning Challenge grants and Preschool Development Grants, we were able to pay serious attention to the need for early care and education infrastructure in the States. Although we have a long way to go on this issue, we have made significant progress. It is also clear that we must address the funding for State infrastructure and oversight.

Through our interagency work, we have addressed serious issues, such as developmental screening, early childhood expulsion, homelessness, parenting, and the need for mental health consultation services. Through joint policy statements, we have built on the work done in communities and States, and by the sharing of lessons learned from you and Head Start, we are seeing real progress in how we approach early childhood issues. A comprehensive approach for all children from birth to 5 years has become the standard.

Although it might seem like an easy thing to do, bringing different agencies together can be very challenging. Each agency represents years of tradition, different philosophies, overarching legislation, and different bureaucratic personalities that are not insignificant. However, I believe

that each agency is sincerely trying to do the best it can. As my dear friend and colleague from the U.S. Department of Education, Libby Doggett, said in her last newsletter “while we didn’t always agree on everything, we always ended up on the same page” because at the end of the day, we both valued children more. So, although the last episode of the “Libby and Linda” show is ending, one of the major accomplishments of our work together has been to model how agencies can work together and overcome their differences. *Compromise* is not a 4-letter word; it’s a 10-letter word, and it’s hard work. It takes real commitment and sometimes agreeing to disagree because it’s simply the right thing to do.

We have come a long way, but the journey is not over. The single biggest issue facing all of us is how to pay for what we know we need to do. What we do know for sure is that the cost of high-quality early care and education is more than most parents can afford to pay, and we are left with a gap between what early childhood teachers need to know and are able to do and a gap between what they are paid now and what is required to ensure they are not living on poverty wages. The answer to the financing gap will *not* come easily, and there will *not* be a single solution. The answer will require that 10-letter word—*compromise*. However, one thing is certain; the first years of life are critically important to our children, our families, and our Nation’s economic future.

Linda K. Smith
Deputy Assistant Secretary for
Early Childhood Development, ACF

Our Early Head Start – Child Care Partnership—Lessons Learned

Undertaking this new Early Head Start – Child Care Partnership (EHS-CCP) grant was much like the old story about the blind men trying to describe an elephant by touch! We certainly knew our part of the infant-toddler “elephant,” but we were absolutely in the dark about the child care side. Luckily, we have had great partners and a willingness on everyone’s part to learn along the way.

The School District of Lee County has had an EHS program for decades that offered center-based services for the District’s teen parent program and home-based services. However, these are both different models than a child care center serving subsidized families.

Our staff members had a huge learning curve. We struggled with staffing patterns, scheduling issues, billing invoices, and the hiring of qualified teachers. Luckily, our grant staff members were highly seasoned personnel who had moved from other grants. Our partners didn’t necessarily understand the Head Start way of meeting families where they are and helping them get to where they need and want to be. However, our program was fortunate to have chosen good partners. We worked from the premise that we are all trying to do our best as we understand it *at the time*.

Now in year 2 we have a lot to celebrate. Quality has improved in all the partnership classrooms, as seen in increased Missouri quality rating and improvement system scores. The developmental appropriateness of all the activities and interactions has improved. Families have been connected with the services they need and now reach out to program staff members for support to help them overcome barriers.

We received great support from our Federal staff, who encouraged us during the struggles. We still have a ways to travel on this continuous improvement journey, but just like the children and families we serve, we will get there together. I want to share a statement from one of our families that tells our story.

“My child is at Dew of Hermon Child Care Center, an EHS-CC Partner. He is more sociable; he started walking, talking, and sharing with his friends; and his teachers have helped him not be afraid of other people. When he comes home, he sings songs that he learned in child care. He’s eager to learn and ask all kinds of questions. His teachers have helped him solve problems, and now he doesn’t cry if he doesn’t get his way. They helped us get rid of his pacifier and successfully brush his teeth!

I see a big change in him since starting at Dew of Hermon. It was the best thing I could have done for him. He looks forward to going to school and loves interacting with the other kids. He used to be very shy; now he opens up and talks to different people.”

By Maggie Stevens, Principal, Early Childhood and LAMP, in collaboration with Terese Jones, Supervisory Program Specialist, Region IV, Office of Head Start, and Eric Blanchette, Regional Program Manager, Region IV, Office of Child Care. Learn more about EHS-CCPs by reading the [Partnership Newsletter](#).



Linda K. Smith Honored With a Prestigious Award

Linda K. Smith, Deputy Assistant Secretary for Early Childhood Development, Administration for Children and Families, was honored with the Dr. Nancy S. Grasmick Leadership Award in Early Care & Education by the Maryland Family Network (MFN).

Dr. Nancy S. Grasmick was Maryland’s first female State superintendent and was the United States’ longest serving appointed schools chief. Dr. Grasmick is known for her strong focus on student achievement, teacher quality, parent involvement, public school funding, and early childhood education.

The Dr. Nancy S. Grasmick Leadership Award is given to a selected honoree who, through his or her outstanding record of accomplishments, exemplifies the same commitment to young children, their families, their teachers, and care providers that Dr. Grasmick has embodied throughout her career. Congressman Steny Hoyer was the first recipient of the Grasmick Award in 2012, shortly after it was established by MFN to commemorate Dr. Grasmick’s contributions to early care and education in Maryland.

Over the course of a distinguished career, Ms. Smith has been one of the Nation’s most vigorous and effective champions for young children, working families, and early childhood education.



Dr. Nancy S. Grasmick, Margaret E. Williams, and Linda K. Smith



N. Scott Phillips, Maryland Family Network (MFN) Board of Directors; Dr. Nancy S. Grasmick; Helen Blank, National Women’s Law Center; Linda K. Smith; Margaret E. Williams, Executive Director, MFN; and U.S. Representative Steny Hoyer

Congratulations, Linda!



Research Connections

Child Care & Early Education *Research Connections* regularly reviews its latest acquisitions and identifies reports and journal articles of high policy relevance.

Research Findings

Did the quality of care by family, friend, and neighbor child care providers improve after the Arizona Kith and Kin Project?

How does parenting education in early childhood education programs impact children's cognitive and pre-academic skills?

What are the kindergarten readiness outcomes of the first cohort of children in Chicago Child-Parent Center slots funded through a Social Impact Bond?

How do both mothers' and fathers' home-learning environment practices predict the children's early learning outcomes?

Are there different trajectories in the development of behavioral self-regulation in early childhood?

Policy Resources

What are the findings from the evaluation of the Delaware Stars for Early Success quality rating and improvement system?

Did attendance in public prekindergarten in Virginia predict on-time promotion to and literacy achievement in middle school?

Were the changes in 2016 State child care assistance policies effective in supporting families?



From the Office of Child Care

Early Childhood Workforce: New Information Memorandum Released To Assist Student Parents

The Office of Child Care (OCC) announced the release of an *Information Memorandum* describing opportunities for Child Care and Development Fund (CCDF) lead agencies to make child care assistance work better for student parents. Helping parents succeed in furthering their education benefits families in two ways: (1) higher education levels for parents mean they are more likely to earn higher wages, and (2) those higher levels strongly predict better rates of school readiness for their children.

When Congress updated the Child Care and Development Block Grant (CCDBG) Act with bipartisan support in 2014, they made changes to help it work better for children and their parents together. Key purposes of the CCDBG Act now include improving child development, maximizing parents' options for high-quality child care, and supporting parents in trying to achieve independence from public assistance. A focus on helping student parents access child care helps meet these purposes.

In today's economy, the cycle of poverty is difficult to escape without education and training. According to the U.S. Department of Labor, median weekly earnings for someone with less than a high school degree are \$493 compared with \$798 for those with an associate degree or \$1,137 for those with a bachelor's degree. However, the lack of access to affordable and stable child care that meets their children's needs can keep parents from enrolling in or completing educational programs that would improve family economic mobility. According to a study from the Institute for Women's Policy Research, 4.8 million college students were parents of dependent children in 2011. Those students made up approximately 26 percent of all undergraduates in 4-year colleges that year. Seventeen percent of community college students are single parents, and a significant percentage of them attend school while working full or part time. Yet, the number of campus child care slots is shrinking across the country.

This new resource lays out ideas and examples for CCDF lead agencies to consider when making child care assistance work better for student parents, including:

- Allow student parents to qualify for child care assistance without significant additional work-hour requirements and other conditions.
- Allow child care assistance for the full range of education programs.
- Provide child care during schedule breaks and associated times related to education participation.
- Coordinate with higher education entities.
- Build the supply of campus-based and campus-linked child care and school-age care.
- Ensure that student parents are aware of child care options.

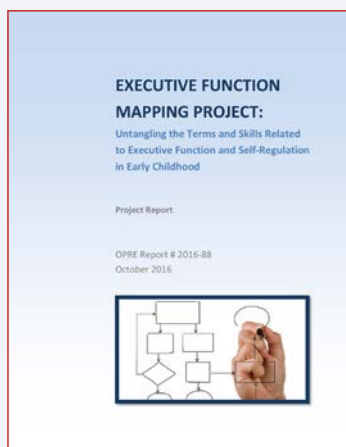
The CCDF program has the potential to help two generations on their pathway to economic mobility and success. OCC hopes this resource will be useful to our State, Territory, and Tribal partners in their continued efforts to serve children and families.

See Supporting Parents in Job Training and Education Programs with Child Care Assistance at [this Web link](#).



OPRE

From OPRE



Understanding Executive Function and Self-Regulation in Early Childhood

What are the similarities and differences among various executive function and other regulation-related skills for children ages 3 to 6? Explore [this report](#) to see the relationships among these skills mapped out and the implications for research, policy, and practice.



What We Know About Maternal, Infant, and Early Childhood Home Visiting Program Grantee-Led Evaluations

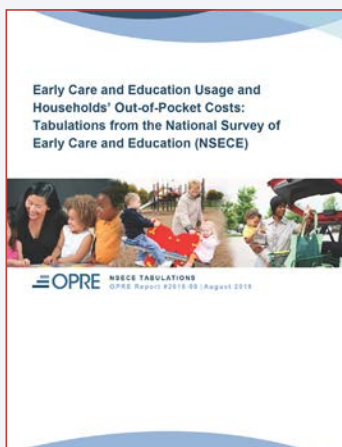
What do grantee-led evaluations teach us about home visiting program implementation and effectiveness?



Explore the [overview and profiles](#) for a synthesis of States' evaluations, the types of evaluations, major questions asked, and detailed individual summaries of the aims and methods of each evaluation.

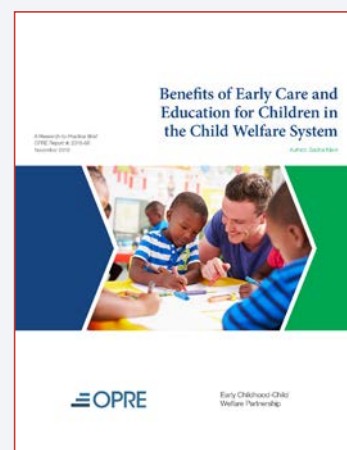
Early Care and Education Usage and Out-of-Pocket Costs: Data From the National Survey of Early Care and Education

What can the National Survey of Early Care and Education data tell us about child care use and cost? Explore [these four sets of tables](#) that summarize child-level estimates of child care, child care arrangement-level estimates for the hours and cost of care, child-level estimates for different common combinations of the types of child care, and household-level data on child care costs.



Exploring Social Support Networks Among Low-Income Fathers

What types of social support networks do low-income fathers in responsible fatherhood programs have? Explore [this brief](#) to learn about the size and composition of fathers' family and friendship ties, the types of support they get through these connections, and the types of organizations from which fathers receive services.



Early Care and Education Services and Young Children in the Child Welfare System

How can early care and education (ECE) services benefit young children in the child welfare system? Explore [this brief](#), which considers emerging evidence of ECE's effects on children in the child welfare system.

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Additional OPRE Information



Fathers' Views of Their Co-Parenting Relationships
How did a group of participants in responsible fatherhood (RF) programs characterize their co-parenting relationships? [Explore the findings](#) in interviews of fathers from four RF programs.



A Detailed Look at Tracking Trends of Quality and Teacher Characteristics in Head Start Classrooms
Data from three successive groups in the Head Start Family and Child Experiences Survey show observable, favorable trends in classroom quality and teacher characteristics. [Explore this report](#) to learn more about these trends, study design, methods, and analytic approach.



Practical Implications of Research on Self-Regulation and Toxic Stress
What are the practical implications of our recent work on self-regulation and toxic stress? [Explore this report](#), the fourth and final one in the series about self-regulation and toxic stress, to learn more.

Early Childhood Homelessness



Promoting Nurturing and Responsive Relationships in Massachusetts Homeless Shelters
Massachusetts used a small amount of its Race to the Top – Early Learning Challenge funds to focus on serving the needs of children experiencing homelessness through a collaborative project using the Pyramid Model. This brief, [Promoting Nurturing and Responsive Relationships](#)

[in Massachusetts Homeless Shelters](#), gives an overview of the Massachusetts shelter training that provided strategies and rules to guide staff in dyadic (between adult caregiver and child) and triadic (among adult caregiver, child, and staff person) interactions. Staff members learned how to set positive behavioral expectations and to establish clear routines. The project helped create new mindsets to examine a shelter's physical environment and ways it could be adjusted to support family functioning.

Included in the [brief](#) are recommendations from agency managers who spearheaded the Pyramid Model training in Massachusetts homeless shelters.

The Massachusetts' Pyramid Model for Shelter Staff training curriculum is in the public domain. Contact kate.roper@state.ma.us for copies.



Importance of Play
A post from the Early Childhood Intervention Professional Development Center, Georgetown University, profiles the importance of play in alleviating toxic stress for homeless children and looks specifically at the Washington, D.C., Homeless Children's Playtime Project.

Addressing Early Childhood Emotional and Behavioral Problems

According to recent reports, more than 10 percent of young children have clinically significant mental health problems, but most of them receive no interventions for their disorder. Although often not recognized, young children experience mental health problems at rates similar to older children.

Improved access to care, more research identifying alternative models, adequate payment for providers, and improved education on evidence-based interventions are among the recommendations in the November 2016 American Academy of Pediatrics' policy statement and technical report, *Addressing Early Childhood Emotional and Behavioral Problems*. The policy is available at [this Web link](#), and the technical report can be viewed at [this Web site](#); both were published in the December issue of *Pediatrics*.

Early intervention and evidence-based, family-focused therapies are key to helping young children with emotional and behavioral problems. The policy summarizes empirically supported approaches to mental health care for young children, describes barriers to interventions, and proposes recommendations to enhance care.



ACF's National Research Conference on Early Childhood



The Administration for Children and Families' (ACF) National Research Conference on Early Childhood (NRCEC) took place on July 11–13, 2016,

at the Grand Hyatt Hotel in Washington, D.C. The theme was *Access to Quality in Early Care and Education: Building the Evidence Base for Policy and Practice*. In planning this event, ACF embraced technical innovations to broaden and enhance conference participation.

This research conference continued the tradition of highlighting cutting-edge studies and examinations of low-income families with young children. Early childhood (EC) researchers, practitioners, and policymakers participated and shared their findings during sessions and through in-depth poster displays of research. ACF expanded the scope of the 2016 conference to present the latest research related to child care, Head Start, Early Head Start, home visiting, child welfare, and other EC programs. The 2016 conference also widened contributions to the theme by welcoming submissions from relevant fields, including education, child development, political science, psychology, sociology, public and allied health, psychiatry, nursing, social work, dentistry, anthropology, law, and economics.

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Children's Mental Health Awareness Day 2017: Digital Art Exhibition



Call for Artwork!

National Children's Mental Health Awareness Day 2017 will be observed by more than 150 national organizations and 1,100 communities across the country on May 4, 2017. Awareness Day 2017 will focus on the importance of integrating children's mental, emotional, and physical health. During the event, best practices in communications among behavioral health providers, primary caregivers, youths, families, and evidence-based community programs will be showcased.

In support of Awareness Day 2017, the Office of Head Start (OHS), the American Art Therapy Association (AATA), and Youth M.O.V.E. National are reaching out through their networks to children, youths, and young adults ages 3–25 and are inviting them to create artwork addressing the theme: "I am a work of art." The digital art exhibition will celebrate the important role of art and creativity in mental health and wellness and will emphasize a holistic view of children's health.

All artwork submitted for this exhibit should be made solely by children and youths. It should be based on the exhibit theme, "I am a work of art." All the artwork will be combined into a national digital art

collection, which will be available to view on the AATA Web site in April and May 2017. In addition, selected pieces from the collection will be showcased during the national event in Washington, D.C.

Criteria for Art Submissions

Please ask the artist to make original artwork based, as noted earlier, on the "I am a work of art" theme. For young children, this could be pictures of feelings. The artwork may even emphasize the importance of emotional development; any art media may be used. The artwork should be photographed and be of excellent digital quality. It would be ideal to have it saved as a JPEG, between 72 and 120 dots per inch. The artwork will be included in an online exhibit to be run from April through May 2017.

How To Submit

Artwork should be submitted digitally to info@arttherapy.org. The submission deadline is February 6, 2017.

Please note that OHS, AATA, and Youth M.O.V.E. National reserve the right to include artwork in the exhibit at their discretion.



The Administration for Children and Families (ACF) presents

The National Research Conference on Early Childhood*

Access to Quality in Early Care and Education: Building the Evidence Base for Policy and Practice

JULY 11–13, 2016 | GRAND HYATT | WASHINGTON, DC

**Formerly known as Head Start's National Research Conference on Early Childhood*

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The *NRCEC conference Web site* posts information about the conference goals, sessions, speakers, and events. Web site visitors can also benefit from two 2016 conference innovations discussed below—(1) the conference mobile app and (2) archived videos of plenary sessions and other sessions that were live-streamed during the event.



Innovations in 2016: Conference Mobile App and Live-Streamed Sessions

In 2016 NRCEC participants were offered the opportunity for the first time to download a *cost-free app* on their mobile devices or tablets. This tool allowed participants to maximize their conference experience by personalizing their conference schedules; accessing speaker information, session presentations, and resource table details; connecting with other conference attendees; staying up-to-date on conference events; and receiving real-time communications from conference staff. Prior to or at the conference, participants downloaded the app by following instructions on the conference Web site. Notably, the app will continue to be available on line until January 31, 2017, to help Web site users download presentations, interact with attendees, and access conference content.

Session Videos Available On Line

The plenary sessions and selected breakouts that were live-streamed to a broad audience during the 2016 event have been archived and are now available to view on line. Choose to watch any of the 11 sessions listed below via *this Web link*. Refer to the conference program posted on line at *this Web site* for background information about the wide variety of outstanding expert presenters and discussants who addressed EC topics during these and other sessions. *Videos of the following sessions are available for viewing.*

- Opening Plenary Session—Access to High-Quality Early Care and Education: Challenges and Opportunities in Innovative Efforts. *Presenters:* Shannon Rudisill, ACF, and Sarah Friese, Child Trends. *Discussant:* Veronica Ray, The Leaguers, Inc., Head Start Program.
- Breakout—Preparing for Success in School: What Matters the Most. *Presenters:* Lizabeth Malone, Mathematica Policy Research (MPR); Margaret Burchinal, Frank Porter Graham Child Development Institute, University of North Carolina, Chapel Hill; and Yange Xue, MPR. *Discussant:* Douglas Clements, University of Denver.
- Master Lecture—Early Childhood Development in an Era of Widening Economic Disparities. *Presenter:* Rashmita Mistry, University of California, Los Angeles.
- Plenary Session—Universal Home Visiting: Evidence of Impact. *Presenters:* Kenneth A. Dodge, Duke University, and Barbara DuBransky, First 5 LA. *Discussant:* Deborah Daro, Chapin Hall, University of Chicago.
- Master Lecture—Engaging Families in the Health and Well-Being of their Children: The Health Literacy Approach. *Presenter:* Bernard Dreyer, American Academy of Pediatrics and New York University.
- Plenary Session—Using a Cultural Lens To Improve Early Childhood Classroom Interactions With Children of Color. *Presenters:* Stephanie Curenton, Rutgers University, and Bryant Jensen, Brigham Young University. *Discussant:* Tonia Durden, University of Nebraska—Lincoln.
- Master Lecture—Brain-Based Learning: Understanding Language Development and the Bilingual Brain. *Presenter:* Ioulia Kovelman, University of Michigan and University of Texas at Austin. *Discussant:* Linda K. Smith, Deputy Assistant Secretary for Early Childhood Development, ACF.
- Plenary Session—Unique Needs Out of the City: Supporting the Development of Young Children in Rural Communities. *Presenters:* Lynne Vernon-Feagans, University of North Carolina, and Susan Sheridan, University of Nebraska—Lincoln. *Discussant:* Helen Raikes, University of Nebraska—Lincoln.
- Master Lecture—Promoting Early Math: Advances in Understanding Who To Teach What. *Presenters:* Douglas Clements and Julie Sarama, University of Denver.
- Breakout—Exploring Linkages Among Early Care and Education Quality, Access, and Stability of Care. *Presenters:* Elizabeth E. Davis, University of Minnesota; Rebecca Madill, Child Trends; and Heather Sandstrom, Urban Institute. *Discussant:* Nicole Forry, Child Trends.
- Closing Plenary Session—2016 Edward Zigler Master Session – Self-Regulation and Executive Function: The Forest and the Trees. *Presenters:* Clancy Blair, New York University, and Stephanie Jones, Harvard University.

We hope that readers will browse the Web site, download the mobile app, view the posted videos, and plan to attend the next ACF research conference, which will be held in 2018.

Storytelling About Health and Wellness in American Indian and Alaska Native Communities Challenge

The Tribal Health Research Office (THRO), National Institutes of Health (NIH), is pleased to announce a digital storytelling challenge, or competition, in honor of Native American Heritage Month. The challenge, titled *Storytelling About Health and Wellness in American Indian and Alaska Native Communities*, is to develop a brief (5 minutes or fewer) digital story that communicates how traditions and heritage promote health within American Indian and Alaska Native (AI/AN) communities. *Submissions must be made by January 31, 2017.*

The first place winner will receive \$4,000; second place will receive \$3,000; third place will receive \$2,000; and two honorable mentions will each receive \$500. Awards will be announced the week



of March 6, 2017. The first place winner will also be invited to an upcoming meeting of the NIH Tribal Consultation Advisory Committee. Travel expenses will be reimbursed for those invitees.

As noted earlier, the submission is a 5-minute video that describes how heritage and tradition lead to health and wellness in AI/AN communities and how future research can improve the health of American Indians and Alaska Natives; the video submissions cannot exceed 5 minutes. Winning entries may be posted on the NIH Web site. Submissions must be substantially free of scientific jargon and be understandable by viewers without scientific/technical backgrounds.

For more details on the specific requirements of submissions, please go to the announcement of the challenge on the [THRO Web site](#). If you have any questions, please reach out to us by e-mail at NIHTribalCommittee@od.nih.gov or by phone at (301) 402-9852.

Rural IMPACT Video

This video from the Annie E. Casey Foundation highlights the White House Rural Council's Rural Integration Models for Parents and Children to Thrive (Rural IMPACT). Launched in 2015, this public-private partnership aims to combat poverty in 10 rural and Tribal communities around the country. The initiative provides technical assistance (TA) and a peer learning network to help these sites adopt a two-generation approach to address the needs of parents and children together. You can view the video at [this Web link](#).

The Office of the Assistant Secretary for Planning and Evaluation (ASPE), U.S. Department of Health and Human Services, released the *Implementation of the Federal Rural IMPACT Demonstration* report. In 2015 the Federal Government implemented the *Rural Integration Models for Parents and Children to Thrive* demonstration to address rural poverty and the need for two-generation supports in a coordinated way through the provision of intensive on-the-ground TA efforts. The ASPE study documents the 10 Rural IMPACT sites' activities, accomplishments, and challenges in the 1st year of the demonstration. These findings can inform federally based and other efforts involving *two-generation and place-based antipoverty strategies*, particularly those in rural areas.



The Rural IMPACT demonstration appeared to be largely successful in achieving its year 1 objectives. The Federal team established solid relationships with sites, and sites had generally positive impressions of the Federal team and TA provided. The sites showed substantial enthusiasm for Rural IMPACT and highlighted the peer learning and accelerating partnerships as positive outcomes of their involvement.



Last November, the National Head Start Association (NHSA), together with the *T&L Foundation for Child Care Information*, launched an enhanced, bilingual version of the *GoSmart* Web-based application, a digital library of resources and activities designed to assist teachers, parents, and caregivers in engaging in physical activity with young children. Enhancements were made possible by generous support from long-term NHSA partner *Nike* and included a complete Spanish version and the ability to track the time spent on each activity, plan future activities with a ready-made calendar, and share classroom activities with parents. The Web-based application provides users with a series of physical activities that are easy to do, readily accessible, and developmentally appropriate for those from birth to age 5. Activities are tailored specifically to age, classroom, home environment, and/or access to materials, making it easy to stay active while having fun. With exciting activities like dancing, peek-a-boo, and follow-the-leader, it is easier than ever to make sure that young children get the daily physical activity necessary to cultivate important skills and abilities.

Early Childhood Health

Children in Food-Insecure Households

Investing in children's health and well-being early in life sets them on a positive trajectory toward future success. Yet, children growing up in food-insecure families are *vulnerable to poor health and stunted development* from the earliest stages of life.¹

Good nutrition, particularly in the first 3 years of life, is important in establishing a good foundation that has implications for a child's future physical and mental health, academic achievement, and economic productivity. Unfortunately, inadequate food intake threatens that critical foundation.



According to the U.S. Department of Agriculture, *13.1 million children younger than 18 in the United States* live in households where they are unable to consistently access enough nutritious food necessary for a healthy life.² (Visit [this Web link](#) to obtain more information.)

Food Insecurity

- A total of 13.1 million children lived in food-insecure households in 2015.³
- Twenty percent or more of the child population in 30 States and the District of Columbia lived in food-insecure households in 2014, according to the most recent data available. Mississippi (27 percent) and New Mexico (27 percent) had the highest rates of children in households without consistent access to food.⁴
- In 2014, the top five States with the highest rate of food-insecure children younger than 18 were Mississippi, New Mexico, Arizona, Alabama, and Arkansas.⁵
- In 2014, the top five States with the lowest rate of food-insecure children younger than 18 were North Dakota, Massachusetts, Minnesota, New Hampshire, and Virginia.⁶

For additional information, see the following resources: *Food Insecurity and Hunger in the U.S.: New Research periodical*, *Child Trends report*, and *American Psychological Association Web page*.

¹ Heinig, M.J., and Dewey, K.G. (1996). Health advantages of breastfeeding for infants: A critical review. *Nutrition Research Review*. 9:89–110.

² Feeding America Web page. <http://www.feedingamerica.org/hunger-in-america/impact-of-hunger/child-hunger/child-hunger-fact-sheet.html>.

³ Coleman-Jensen, A., Rabbitt, M., Gregory, C., and Singh, A. (2016). *Household Food Security in the United States in 2015*. Washington, DC: Economic Research Service, U.S. Department of Agriculture.

⁴ Gundersen, C., Dewey, A., Crumbaugh, A., Kato M., and Engelhard, E. (2016). *Map the Meal Gap 2016: Food Insecurity and Child Food Insecurity Estimates at the County Level*. Feeding America, 2016.

⁵ Ibid.

⁶ Ibid.



From the Office of Head Start

Delaying the Compliance Date on Background Checks

In December in the *Federal Register*, the Office of Head Start released a *notice* that will delay the compliance date for background check procedures, which were originally described in the Head Start Program Performance Standards Final Rule, first published in the *Federal Register* on September 6, 2016. The new effective date of September 30, 2017, aligns with the background check requirement deadlines for systems in the Child Care and Development Block Grant (CCDBG) Act of 2014—20 U.S.C. § 1431 et seq., 20. This new date will afford programs more time to implement systems in accordance with these requirements.

We received feedback from Head Start (HS) and child care communities, as well as from States, that many programs might have had difficulty complying with the background check requirements in *§1302.90(b)(1)* by November 7, 2016. HS programs, like child care programs, primarily rely on States to complete background checks. Currently, some States do not have procedures in place to accommodate meeting the requirements for HS and child care programs. However, by September 30, 2017, Congress requires States that receive CCDBG funding to implement the same set of comprehensive background checks for all child care teachers and staff members. By then, we anticipate that most States will have such systems in place, unless they are granted a 1-year extension under the CCDBG Act.

The *Federal Register* notice announcing this change with the full rationale can be found at [this Web site](#).

Newly Posted Information on the Early Childhood Learning and Knowledge Center (ECLKC) Site

- The Report to Congress on a Plan for an Indian Head Start Study: January 12, 2010, in the Data and Reports portal can be viewed via [this Web link](#).
- The December 2016 *Brush Up on Oral Health* newsletter—"Choosing Healthy Drinks"—in the Health portal can be accessed via [this Web page](#), and the PDF version can be viewed via [this Web link](#).
- The November 2016 *Mental Health Newsletter*—"Center on the Social and Emotional Foundations for Early Learning (CSEFEL)"—in the Health portal can be accessed via [this Web page](#), and the PDF version can be viewed via [this Web link](#).
- Updates were done for the "A-133 Audit Training Webcast: Understanding the Importance of Your Annual Audit and How the Audit Process Can Strengthen Your Organization" page in the Grants and Oversight portal, which can be accessed via [this Web site](#).
- The Spanish-language version of the Parent, Family, and Community Engagement portal within the ECLKC Español portal can be viewed via [this Web site](#).

Early Childhood Workforce



The Departments released a new early childhood workforce report, *Accessing Career Pathways to Education and Training for Early Care and Education (ECE) Professionals*, that addresses issues of access to jobs and advancement in the ECE field for adult learners and incumbent workers. It complements the first report, *Early Learning Career Pathways Initiative: Credentialing in the Early Care and Education Field*, which was released last spring. The main goal of these two reports is to support and advance the

development of comprehensive career pathway systems in the ECE field by providing information that States can use to inform and assess their efforts. See also [this brief](#) on the findings from the two reports, which examine the current state of credentialing, training, advancement, and access to jobs in the ECE field.

Brief Series on the Early Childhood Workforce: Pathways to Progress

The *Brief Series on the Early Childhood Workforce: Pathways to Progress*, found on *Early Educator Central*, are written with teachers in mind and can be used to inform early childhood programs, States, higher education entities, and other interested stakeholders about the importance of strengthening supports for the early childhood workforce. The briefs are organized by topics, such as the following:

- *The Science of Child Development and Learning*
- *Workforce Knowledge, Competencies, and Educational Practices*



- *Workforce Development: Higher Education and Preservice Professional Preparation*
- *Workforce Development: Ongoing Professional Learning.*

The Institute of Medicine and National Research Council report briefs can be disseminated, used for advocating strong educational systems, or used in discussion in professional development system meetings or peer learning groups. They can be downloaded via [this Web link](#).

Race to the Top – Early Learning Challenge and Preschool Development Grants



The U.S. Departments of Health and Human Services (HHS) and Education (ED) sponsored a 3-day meeting to bring together State teams of Race to the Top – Early Learning Challenge (RTT-ELC) grantees and Preschool Development Grant (PDG) awardees, share information, and discuss current issues related to early learning. The presentations and additional resources that were shared at the meeting can be found at [this Web site](#).

Participants had the chance to hear from George A. Lombardi, the Director of the Missouri Department of Corrections, as part of a special panel on Change Agents Who Are Making a Difference for Children and Families at the Community Level. Below, please read about Director Lombardi's efforts on behalf of early childhood education.

Can Early Childhood Education and Trauma Interdiction Stop the “Cradle-to-Prison Pipeline?”

After 33 years of working in the prison system in the State of Missouri as a warden and, ultimately, as the Director of all the prisons, I retired. I then had the opportunity to do consultant work with the Youth Services System in Washington, D.C., for 3 years. That experience was an epiphany for me. It afforded me a deeper understanding that these “at-risk” children truly never had a chance. This was illustrated for me when I took a group of these young offenders fishing. My job was to put worms on hooks. When they came to me to have me do this, their hands would shake and their eyes were wide. It struck me in my heart that these children had their childhood stolen from them. They never had a normal childhood. It was common for the mother to be out on the street and the father in prison. Why would we not expect these kids to end up in the criminal justice system?

Marion Wright Edelman of the Children's Defense Fund coined the term “cradle-to-prison pipeline” for the children like those I worked with in D.C. I realized that if the home and neighborhood environment was detrimental, then something had to be attempted to stop these children from entering the cradle-to-prison pipeline.

In researching the issue, I realized that quality early childhood education and early childhood trauma interdiction for “at-risk” children seemed to be the critical impact needed to salvage these children and to ensure they would not enter the criminal justice system later in life. I then was appointed the Director of Corrections in 2009 by Governor Jeremiah (Jay) Nixon. This put me in a position to attempt to do what I could to speak out and to help in some way to encourage quality early childhood education.

After 41 years being in the corrections business and observing thousands of inmates, there is a quality that I find missing in so many of them; that quality is compassion for others and the manifestation of compassion—altruism (i.e., being able to give

Continued on page 12

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to others unconditionally). This is why I firmly believe that in addition to academic readiness, it is critical that “at-risk” children in particular are taught compassion and altruism, as I have come to believe these qualities are anathema to criminal behavior later in life.

Since 97 percent of incarcerated individuals will ultimately be released from prison, we have instituted in all our prisons very strong restorative justice opportunities to learn these qualities prior to release. In many cases it is too late, and that is why I believe that inculcating in our youngest children these critical characteristics is our moral and ethical responsibility. Having said that, early childhood educators must have compassion to teach compassion and must be altruistic to teach altruism. If there is universal success in implementing these issues in all quality early childhood, I believe it is the wisest of investments in the future of our children and could very well lead to shutting down prisons, as they would no longer be necessary.

George A. Lombardi, Director, Missouri Department of Corrections

PDG Progress Update

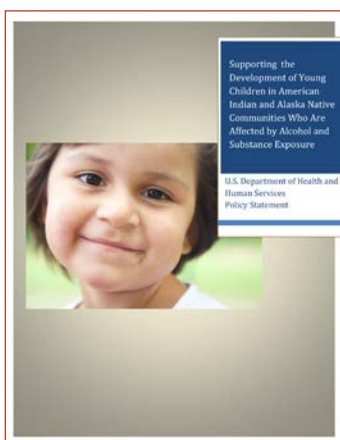
HHS and ED released a [national report](#) on the PDG program. The report details how States are meeting the high-quality standards and are improving access to early learning for at-risk children. Classrooms improved by supporting well-qualified and compensated teachers, expanding to full-day classrooms, reducing class size or child-to-teacher ratios, providing evidence-based professional development activities, and providing comprehensive services.

Last school year, more than 28,000 children from low-income families had access to high-quality early learning because of the PDG program. This year, another 35,000 had the chance to enroll in these programs.

High-quality preschool helps create the foundation for children to thrive in school and in life. Studies show that children who participate in quality preschool programs are more likely to graduate from high school, grow up healthy, avoid involvement in our criminal justice system, and find good jobs.



Supporting the Development of Young Children in AI/AN Communities Affected by Alcohol and Substance Exposure



The purpose of this [U.S. Department of Health and Human Services \(HHS\) policy statement](#) is to support early childhood programs and Tribal communities by providing recommendations that promote the early development of American Indian and Alaska Native (AI/AN) children, from prenatal to age 8, who have been exposed to alcohol or substances during pregnancy or who are affected by parent or caregiver substance misuse during early childhood.

In recent years, Tribal leaders and members in many communities have raised the concern of an increase in the number of infants born who are affected by alcohol and substance use.¹ Tribal communities are not the only communities working to address this challenging issue; indeed, States and cities across the country are facing considerable increases in maternal opioid use and the resulting effects on infants.²

However, there has been little research or guidance particularly tailored to building on the unique strengths of and to meeting the unique needs of Tribal communities. This landscape provides the impetus for the focus of this [HHS policy statement](#). It is HHS's vision that all children, including AI/AN children, regardless of where they live, have access to responsive caregivers, nurturing relationships, and stimulating early learning environments that support their social, emotional, behavioral, cultural/spiritual, cognitive, and physical development.

¹ U.S. Senate Committee on Indian Affairs. (2015). Oversight Hearing on Examining the True Costs of Alcohol and Drug Abuse in Native Communities. Retrieved from <http://www.indian.senate.gov/sites/default/files/upload/files/072915Testimony%20Melanie%20Benjamin.pdf>.

² Ko, J., Patrick, S., Tong, V., Patel, R., Lind, J., and Barfield, W. (2016). Incidence of neonatal abstinence syndrome—28 states, 1999–2013. *Morbidity and Mortality Weekly Report*. 65:799–802.

South Carolina Child Care Voucher Program Homeless Initiative

The South Carolina Child Care Voucher Program Homeless Initiative (the homeless initiative) is a partnership among the Division of Early Care and Education, South Carolina Department of Social Services (SCDSS); the South Carolina Department of Education; and four regional South Carolina Coalitions for the Homeless. The primary goal of the South Carolina Child Care Voucher Program Homeless Initiative is to assist individuals who meet the McKinney-Vento definition of homelessness with the cost of child care. By providing child care assistance, South Carolina strives to eliminate one of the universal barriers to families being able to work, enroll their children in school, attend a training program, participate in mental health/alcohol treatment programs, or participate in an active job search.

Homeless Eligibility Recruitments for South Carolina Vouchers

A family will be considered homeless, as defined by the McKinney-Vento definition of homelessness used by the South Carolina Department of Education and SCDSS, when they lack a fixed, regular, and adequate nighttime residence. The lack of a fixed nighttime residence includes the loss of housing; economic hardship; and the need to live in motels or hotels, trailer parks that are not in good condition, campgrounds, emergency or transitional shelters, cars, parks, public spaces, abandoned buildings, substandard housing, or bus or train stations due to the lack of alternative accommodations.

Lessons Learned and Next Steps

The South Carolina Child Care Voucher Program Homeless Initiative has specific staff members assigned to handle the homeless child care slots, allowing for a more streamlined process. The homeless initiative is a result of a lot of work being done among the partners,

especially efforts around becoming a team. They had to overcome some misconceptions regarding homelessness and SCDSS, educate themselves about families experiencing homelessness on a more personal level, invest time to understand each other's rules and programs, and reach out to anyone who would listen. Communication and compromise are important!

The homeless initiative is a result of a lot of work being done among the partners, especially efforts around becoming a team.

South Carolina is now reviewing lessons learned, planning for the next level, and striving to address other issues, such as two important subpopulations of homeless families—families with only non-school-age children who are doubled up and families living in hotels or motels. Homeless initiative team members will look more at barriers to service, assess if the barriers are structural or personality-driven, and begin exploring continuity of care and accessibility of quality care issues. South Carolina will also continue to build on cross-collaboration for identified families to ensure that all children are identified and served.

For others planning a child care homeless initiative, below are a few key lessons learned.

- Cut out the middle man when possible.
- Create a series of local, face-to-face trainings and technical assistance (TA) activities to allow for questions to be addressed and the discovery of barriers.



- Know that homelessness doesn't start at 8:00 a.m. and end at 5:00 p.m.
- Remember that families might be afraid to identify as homeless for fear that SCDSS will take their children.
- Hire a dedicated TA homeless liaison who will help address some of the next-level questions.
- Be sure to build a compassionate team.

You can see the presentation on the South Carolina Child Care Voucher Program Homeless Initiative at the NAEHCY Conference by visiting [this Web site](#).

For more detailed information on what South Carolina is doing regarding the homeless initiative, please contact Christi L. Jeffcoat by phone at (803) 898-2741 or by e-mail at christi.jeffcoat@dss.sc.gov.

Resources



Parents and the High Cost of Child Care

Child Care Aware® of America released its *Parents and the High Cost of Child Care: 2016 Report*, which examines the high cost of child care across America. For the 10th year, the report reveals a trend in lack of access to quality, affordable child care.

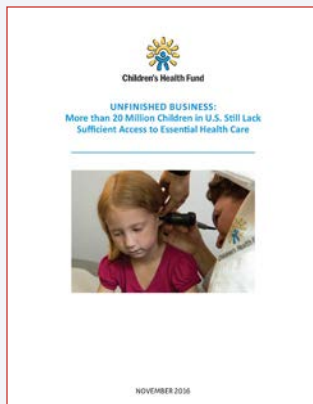
The latest report finds that child care is too expensive for today's families, costing more than 1 year of college tuition, housing, transportation, or food. This cost leaves families unable to afford child care in 49 out of 50 States across the country.



Associations of Adversity to Indicators of Child Well-Being in a High-Quality Early Education Context

From the abstract of an *NHSA Dialog* journal, *Associations of Adversity to Indicators of Child Well-Being in a High-Quality Early Education Context*, "Studies have shown that adversity in childhood has harmful effects on well-being across the lifespan. This study examined the prevalence of children's

cumulative experiences of adversity, based on parent report[s], in a national sample of low-income children (N=3,208) enrolled in a high-quality early childhood education [] program. Almost half of all families reported experiencing at least one adversity. Time in [a] program had a positive relationship to most child outcomes and could be interpreted as a promotive factor within the context of adversity for all outcomes except behavioral concerns."

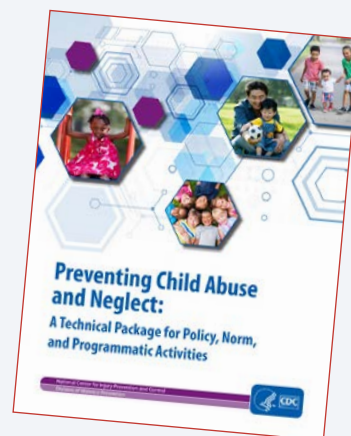


Unfinished Business: Children in United States Still Lacking Sufficient Access to Essential Health Care

The Children's Health Fund released its report, *UNFINISHED BUSINESS: More Than 20 Million Children in U.S. Still Lack Sufficient Access to Essential Health Care*. There are approximately 73 million children younger than age 18 in the United States, and the report states that 20.3 million children lack access to care that meets modern pediatric standards and expectations. Failing to address health care access barriers threatens and undermines the health and well-being of children, and it may have a direct impact on a child's ability to succeed academically and to enter the workforce at his or her full potential.

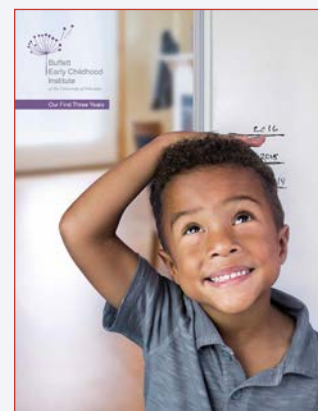
Homeschooling Increases in the United States

Homeschooling in the United States rose in the 13-year period ending in 2012, although about 97 percent of students still attend public or private schools, according to *this report* by the American Institutes for Research and National Center for Education Statistics. Students from all educational, racial, ethnic, and geographic backgrounds have become part of this upward trend.



Preventing Child Abuse and Neglect: A Technical Package for Policy, Norm, and Programmatic Activities

This *technical package* represents a select group of strategies based on the best available evidence to help prevent child abuse and neglect. These strategies include strengthening economic supports to families, changing social norms to support parents and positive parenting, providing quality care and education early in life, enhancing parenting skills to promote healthy child development, and intervening to lessen harms and to prevent future risk.



New Report Chronicles First 3 Years

A new report, *Our First Three Years*, shares the story of the Buffett Early Childhood Institute's first 3 years of operations—how it came to be, what was accomplished, and where the Institute is going.

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Raising a Resilient Child

The quality of the relationship you have with your child plays a big role in his or her healthy development. Building a close, loving relationship is the most important thing you can do to help your little one develop resilience and the coping skills that will help him or her bounce back in the face of difficult circumstances.

Children do best when they feel safe and secure; they learn to *manage their feelings, focus their attention, and control their behaviors*. Giving your little one lots of hugs and attention, responding to his or her coos and cries, and showing concern about how he or she is feeling is *key to healthy emotional development*. You can also read the full article on Raising a Resilient Child via [this Web link](#).



NCSL Infant and Toddler Work To Begin

The National Conference of State Legislatures (NCSL) is embarking on a new birth-to-3 policy project for State legislators. During the next year, early care and education staff members will conduct phone interviews, a legislative focus group, a webinar, a birth-to-3 national symposium, and a legislative infant and toddler report.

The goal of the project is to educate and engage legislators about the latest neuroscience and child development

research and to explore policy options, evidence-based interventions, and funding strategies that affect families and very young children. For more information, please contact Julie Poppe at julie.poppe@ncsl.org.



State Policy Update

The Ounce of Prevention Fund released its semiannual *State Policy Update: November 2016*. The update builds on the budget and policy changes that have occurred over the recent legislative session and looks toward 2017. It also features State early childhood policy agendas for the upcoming legislative sessions, policy opportunities, and policy challenges organized by State.



Creative Placemaking

In its ongoing commitment to producing resources for community engagement with the arts, the National Endowment for the Arts (NEA) has published *How To Do Creative Placemaking: An Action-Oriented Guide to Arts in Community Development*. The book features 28 essays from thought leaders active in arts-based community development and 13 case studies of projects funded through NEA's creative placemaking program, *Our Town*.



K-3 Policymakers' Guide to Action

The Education Commission of the States (ECS) released its *K-3 Policymakers' Guide to Action: Making the Early Years Count*. In July 2016, ECS and its national partners convened a group of the Nation's top experts on K-3 education for a thinkers meeting to reflect on research and practice and then to define State policy levers with the greatest potential to affect student outcomes. This guide summarizes the top components.

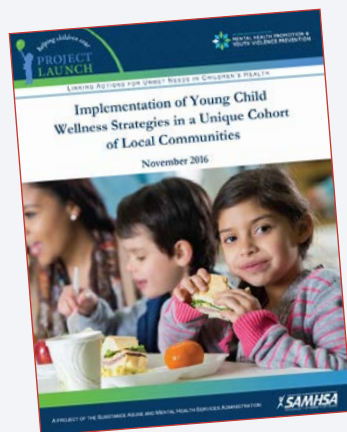


QRIS Compendium Updated

The BUILD Initiative has released the 2016 data for the *QRIS Compendium*. The new data, streamlined to reduce data elements and to make the site more user-friendly, provides up-to-date information on all the fully functioning quality rating and improvement systems (QRIS) in the United States and its Territories. New data elements of the 2016 reboot include ways that States collect and use participation data, supports for teachers in center-based programs, and the inclusion of continuous quality improvement requirements in the QRIS process.

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Implementation of Young Child Wellness Strategies in Local Communities

The Substance Abuse and Mental Health Services Administration e-Book, *Implementation of Young Child Wellness Strategies in a Unique Cohort of Local Communities*, describes the innovative, community-level strategies used by six grantees to improve outcomes for children, families, and communities and shares their lessons learned as they sought to bring policy and practice improvements to scale, enhance infrastructure, and implement direct services. The e-Book is rich with creative approaches, lessons learned, and illustrative data from communities that can inform future early childhood efforts both within and outside of the PROJECT LAUNCH community.

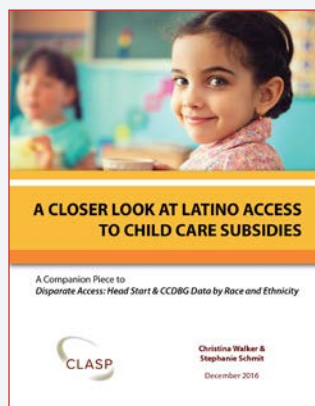
Lifecycle Benefits of Early Childhood Programs

Professor James Heckman and colleagues from the University of Chicago and University of Southern California's Schaeffer Center released *The Lifecycle Benefits of an Influential Early Childhood Program*. The groundbreaking study shows that high-quality birth-to-five programs for disadvantaged children can deliver a *13 percent per child, per year return on investment* through better outcomes in education, health, social behaviors, and employment, reducing taxpayer costs down the line and preparing the country's workforce for a competitive future. You can read the summary one-pager on the report at [this Web site](#).

Additional Resources

Preventing Suspensions and Expulsions in Early Childhood Settings

SRI International released *Preventing Suspensions and Expulsions in Early Childhood Settings: A Program Leader's Guide to Supporting All Children's Success*. This online, interactive guide is a research-based tool to help prevent and eliminate suspensions and expulsions by addressing the underlying root causes. It includes specific recommended policies and practices that are actionable, along with no- or low-cost resources. A self-assessment survey is included to help provide a tailored roadmap to navigating the guide.



A Closer Look at Latino Access to Child Care Subsidies

The Center for Law and Social Policy (CLASP) has released a new brief titled *A Closer Look at Latino Access to Child Care Subsidies*. A companion piece to the original report, *Disparate Access: Head Start and CCDBG Data by Race and Ethnicity*, this brief elaborates on the low level of access that Latino children and their parents have to child care assistance through the Federal Child Care and Development Block Grant (CCDBG), which helps parents afford the high costs of child care and supports quality improvements in child care.

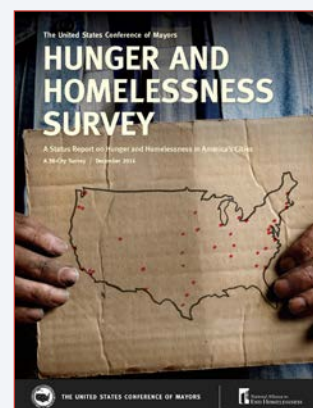
CLASP's analysis found that access to child care subsidies is sharply limited for all eligible children but even more so for eligible Latino children. Although 13 percent of all eligible children receive child care assistance through CCDBG, only 8 percent of eligible Latino children nationally get help. Access is even lower in 29 States. This brief takes a closer look at the data on Latino children's access across the States and offers policy solutions to improve access to child care assistance.

U.S. Conference of Mayors' Report on Hunger and Homelessness

The U.S. Conference of Mayors (USCM) has released its annual report, *Hunger and Homelessness Survey: A Status Report on Hunger and Homelessness in America's Cities*. This year, the Homelessness Research Institute at the Alliance collaborated with USCM and found that many mayors are challenged by the lack of resources.

- Forty-one percent of survey cities reported that the number of requests for emergency food assistance increased over the past year.
- Among those requesting emergency food assistance, 63 percent were persons in families, 51 percent were employed, 18 percent were elderly, and 8 percent were homeless.
- The rate of homelessness in study cities was 51 people experiencing homelessness per 10,000 people in the general public. This number is higher than the national rate of homelessness of 17 people per 10,000.
- Rapid rehousing capacity more than tripled in the study cities between 2013 and 2016.

In study cities, even if every emergency shelter bed and transitional housing bed were to be filled, more than 34,000 people would still be unsheltered on a given night.



President Obama's Early Learning Plan



"In States that make it a priority to educate our youngest children, studies show students grow up more likely to read and do math at grade level, graduate high school, hold a job, [and] form more stable families of their own. We know this works. So let's do what works and make sure none of our children start the race of life already behind."

**—President Barack Obama,
State of the Union, February 12, 2013**



The beginning years of a child's life are critical for building the early foundation needed for success later in school and in life. President Obama's commitment to expanding access to quality early childhood education for kids from birth to age 5 will be remembered. Many thanks to Pete Souza for these official White House photos capturing some great pictures that make us smile.



ADMINISTRATION FOR
CHILDREN & FAMILIES

To sign up to receive this newsletter, please e-mail marsha.basloe@acf.hhs.gov and include the subject line "Early Childhood Development Newsletter."

If you have questions or comments regarding the newsletter, please contact marsha.basloe@acf.hhs.gov.

For more information on the Office of Early Childhood Development at ACF, visit [this Web site](#).

The Early Childhood Development newsletter contains links to other Web sites and news articles. These links represent just a few examples of the numerous reference materials currently available to the public. The opinions expressed in any articles or on Web pages do not necessarily reflect the positions or policies of the U.S. Department of Health and Human Services and Administration for Children and Families (ACF). The inclusion of resources should not be construed or interpreted as an endorsement of any private organization or business listed herein.



<http://www.youtube.com/usgovacf>



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